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AGRICULTURAL AND INDUSTRIAL COLLEGES.

INDUSTRIAL education is receiving more attention now than ever before in this country. The liberal grant of public lands made by Congress for its promotion, has induced a more thorough consideration of the subject. The question in many States is being agitated, as to what disposition shall be made of the means placed at their disposal by the act of Congress. The Legislatures of some of the States have already decided the direction which the fund shall take. New York has donated her share to the People's College; an institution intended to furnish the most extensive facilities for agricultural and industrial education. Michigan has bestowed hers upon her State University; and created a department in that institution to furnish the requisite instruction. Connecticut has given her share to Yale College; Rhode Island, to Brown University; New Jersey, to Rutgers College; Maine, Massachusetts, Pennsylvania, and we know not how many more, are now actively canvassing the subject.

One good result will come from the discussion of this important subject. The true bearings and boundaries of industrial education will be better defined than before. We shall be able to see more clearly the true position that the education of the industrial classes occupies in the general scheme.

The act of Congress, by its provisions, limits the institutions to be established, to those whose leading objects shall be to teach such branches of learning as relate to agriculture and the mechanic arts; but permits them to teach classical and other scientific studies, and compels them to

teach military tactics. The benefits of the grants are plainly intended for those who are to pursue agriculture and the mechanic arts. Very wide latitude is, however, permitted in regard to the studies. This was wise; because the leading branches of industry are so different in different States. What would be profitable for Iowa, would not be adapted to New Jersey. The arts and manufactures which prevail in Massachusetts, are not found in Michigan. Each State must, therefore, exercise a wise discretion in its use of the funds.

There is one question, however, which belongs to all States alike, and which ought to be settled, preliminary to any practical attempt to carry into effect a system of industrial education. It is, to what extent the proposed agricultural and industrial colleges shall teach preparatory or collateral branches. A medical college teaches the science of medicine; a theological seminary teaches theological learning. Both presuppose preliminary knowledge and training, before their students are prepared to pursue with advantage the studies of their professions. Now shall our agricultural and industrial colleges confine themselves to giving instruction solely in agriculture and the mechanic arts? Shall we require for the student in agriculture, a sufficient knowledge of mathematics, of grammar and rhetoric, of natural philosophy and elementary chemistry, to enable him to enter profitably at once upon the particular studies of his calling—or shall we receive him at an earlier age, with limited preparation, and supply not only the special training in the arts of farming, but the collateral branches which will pre-

pare him for comprehending and profiting by these arts? The question simply is, shall these colleges be special schools for teaching the industrial arts only, or shall they furnish such a general education as will fit students for their various positions in society?

We can not teach young men totally untrained and unfurnished, with any success, the rational and scientific exposition of their future callings. The time would be wasted, and charlatantry, instead of science, would be taught. This preliminary training, then, must be furnished somewhere, either within the walls of the college, or before the student enters. To comprehend and appreciate the branches of learning which he is to pursue, he must have received the requisite preparation. His intellect must be cultivated, his powers of language and thought must be developed, or all the lectures on agricultural chemistry, and on mining and manufacturing, which could be poured into him, would go through him as through a sieve. Before the cloth is dipped in the coloring matter, it must be steeped in a mordant, which may serve as the connecting link between the cloth and the color; so the student who proposes to pursue technical or professional learning, must be prepared by a strong, intellectual mordant, to receive his professional learning.

Now it is plain to any one who has observed the classes of society for whom this education is to be provided, that this preparatory training can not be found among them. The age at which they would be expected to enjoy the advantages of these schools, would not allow so great an amount of previous preparation. To require it, would shut out the great mass of those for whose benefit these advantages are to be provided. Provision, then, must be made for furnishing a liberal general education, in addition to the special professional training. To insure equality of attainments, and equality in capability for advancement, some preliminary grammatical and mathematical knowledge should be demanded for admission, and the course ought to be liberal and general.

There is still another important consideration in favor of giving to the course of study in these colleges a wide and liberal

range. In this country, the man who engages in agriculture or in manufacturing, must not only be prepared for his calling, but he must be fitted to hold his place and act his part in the affairs of society and his country. He is to be educated to be not merely a plowman, or a mason, or a tanner, but he must be educated as a citizen. These colleges are to furnish to those engaged in industrial pursuits their only and their highest education. It would be a shame, therefore, to turn them out upon the world, ignorant of those general ideas of literature, political economy, philosophy, and art, in which men educated for other no more honorable pursuits, are trained. To do so, would be to insure their degradation as a class, and make them feel their inferiority.

We can not forbear to quote, in this connection, some extracts from the Bimonthly Report, for January and February, 1864, of the Hon. Isaac Newton, Commissioner for the Bureau of Agriculture. Speaking of the defects in the provision which has been heretofore made for the education of farmers, he says:

"Our agricultural colleges have heretofore failed, because they aimed to educate for the pursuits of agriculture only. The sons of our farmers are not less ambitious of distinction than others; and an education which regards them as farmers only, can not meet their approbation. The purpose of an education is to teach men to observe and think; these are alike essential in all pursuits; and in these operations all the faculties of the mind are called in requisition. A skillful and correct use of their power is the boon of instruction. Their general development is first to be accomplished, and subsequently this developed power is to be applied to particular pursuits. A course of instruction regarded merely as information, is not less necessary to one pursuit than another; for a mere farmer or mechanic is not less to be discountenanced than a mere lawyer. General science and knowledge is as essential, and is as becoming to the one as to the other. . . . The American youth have a broad career before them. Neither the farm, nor the workshop, nor a subdivided labor in either, is to be the bound of their emulation or labor."

These views are incontrovertible. The education of the industrial classes must be

both general and specific. So far as it must be general, and adapted to furnish preparatory knowledge or intellectual cultivation, the purpose of these colleges does not differ from that of any of our already established American colleges. So far as this extends, the two classes of institutions are in perfect harmony, having common studies and common objects to be attained. It is only when we advance to the specific training in industrial pursuits, that the one differs from the other.

The *practical* question awaiting solution in many of the States, is, what use shall be made of the funds derived from the grant of land? How may this boon intrusted to us for the benefit of our people, be best employed? Different answers to this question may justly be given in different circumstances. The State which receives a million of acres may take one course; one which receives 90,000 acres, another. An institution, which might be most suitable for Minnesota, might not be the best for Massachusetts; and New Jersey could not walk *pari passu* with her giant neighbor, New York. Large States, like New York, and Pennsylvania, and Ohio, may perhaps wisely and profitably establish new and independent agricultural colleges. But the wisdom of organizing an independent college in every little State, with its little endowment, is greatly to be doubted. What, for instance, could be done in Delaware, with 90,000 acres of land, worth eighty or ninety cents per acre, towards endowing a worthy and stable agricultural college? We have had, already, too many attempts to establish colleges on insufficient endowments. Let us not make this mistake in establishing our new industrial colleges. Money! we must have money before we can have learning. Education is not a cheap commodity, to be had for a song. Brains are not to be bought for a trifle. They are too rare, and too much in demand, to offer themselves for nothing. Few persons have any adequate idea of the expensiveness of education. Never, in the history of the world, have institutions of learning of a higher grade been able to pay their own way. All the great, permanent institutions, have been munificently endowed. All our American colleges

which are at all successful, have large funds on which to rely for support. Many have, during the past year, appealed to their friends for additional funds, and the appeals have been answered in a spirit of munificence which augurs the best results to the cause of learning. The great evil among our American colleges has been the want of funds. There has been an undue ambition among religious denominations, and in ambitious localities, to multiply these institutions in number, beyond what the funds supplied to them would warrant. Let us have no more of such petty ambition. How many millions of dollars are invested in tenantless walls, bookless libraries, retortless laboratories, studentless chapels, over the face of this country! And what magnificent results might have been produced by concentration of means, and men, and influence! We want in education what we want in the field: we want *concentration*. Concentrate; do not scatter and dissipate. Build up those institutions which already are honorably in existence. But bring no more into this rude world, unless you have an inheritance to leave them.

We wish, upon this point of the necessity of concentration of means in education, we could present the views advanced in a report by the President of the Pennsylvania Agricultural College, Dr. Pugh. He proves, by actual citation of facts, the very large endowments required for the support of successful institutions of learning, and insists that care should be taken that the proposed agricultural and industrial colleges should not be launched on the world with less liberal provision. The thought is well worthy the consideration of those who have in charge the disposal of the Congressional land grants. How can the States which receive small and insufficient endowments from this grant, contrive to obtain from it results commensurate with their wants? The amount they receive is not enough to establish or sustain respectable and efficient colleges. To employ their funds in this way, would only dissipate them, and add to the already large list of feeble, struggling institutions. Connecticut has furnished the best practical solution of the difficulty. Instead of ex-

pending her grant in endowing another independent college, for which the fund would have been insufficient, her Legislature has granted it to Yale College, to be employed in maintaining a department of that institution, which should have for its object, to furnish the kind of education demanded by the act of Congress. Michigan has pursued a similar course; so likewise has Rhode Island, and New Jersey, and Kansas; and others are preparing to follow in their footsteps.

This is a wise and judicious solution of this problem. In the first place, it is an *economical* arrangement. It saves the expense of duplicating buildings, grounds, apparatus, museums, &c., which are necessary for the existence of an institution; and by so much, permits the extension of these and other facilities. It saves the expense of the salaries of two men, where one can do the work.

Secondly, it is a *safe* arrangement. A large number of the institutions which are brought into existence fail entirely, or maintain a painful and lingering existence. This fate has especially attended agricultural colleges in this country. All institutions, when started, must pass through a period of trial. They have no experience to fall back on; they have no body of alumni to stand by them in times of difficulty. They must fight their way into an honorable and respectable position. And not a few of them come out of these fights, with wounds and bruises which cripple them for life. This danger of failure is avoided, by employing as the medium for furnishing this industrial education, an institution which has already its endowment, its organizations, its facilities, and its friends. The character and stability of the institution upon which it is to be engrafted, are pledges for its security and success.

Thirdly, the State, by this arrangement, will obtain *greater facilities* for industrial education, than it could possibly command by an independent organization. Time alone will serve to gather about an institution those peculiar facilities which are necessary more especially for industrial education. An institution entering on its career without an abundance of means,

must always remain cramped for want of these facilities. By combining the means of both the old institution and the new, more and better facilities can be afforded than either could command alone. Both must teach science: hence the same museum, the same apparatus, the same instruments, will serve for both; and hence both could be provided with better than either alone. Both must teach rhetoric, political economy, philosophy, and mathematics; and the same provision which is made for either in these subjects, would supply, within certain limits, the wants of the other. So far as the purpose of the two would be common—and this would include a considerable part of the curriculum of studies—there would be a decided advantage in the combination.

And even in those parts of industrial education where the one class of students would be pursuing branches not pursued by the other, the advantage would be felt of pursuing them upon the same plan as had been followed in the previous training. There is a spirit and an emulation among large bodies of students, not to be found among those who are isolated. And the spur and impulse derived from this, is not felt by the students alone, but by their professors still more. The encouragement of literary society and companionship—the incentive of appreciation and successful progress—are constantly acting to keep up a higher standard of effort and scholarship.

THE effect of the various methods of ocean travel upon the health of passengers, has recently attracted attention. Paddle steamers are found to be superior to screws, as it regards oscillation; but the atmosphere in screw steamers is rather better, the engine being apart from the rest of the vessel. Nautical diseases have in a great measure lost their virulence, on account of the short time in which passages in steam vessels are effected. The frequent renewal of air, caused by steam, is found to be, to a certain extent, a preservative against maladies peculiar to hot climates.

IN Nevada, artesian wells are bored *horizontally* into the mountain sides, instead of perpendicularly into the ground.

PRIMARY INSTRUCTION.

III.

READING.

WE find, after experimenting carefully for several years upon different methods of teaching reading, that beginners can be taught more rapidly and more naturally by discarding at first the alphabet process, and the tedious drilling upon monosyllables,—making elementary lessons in reading, what they really are by whatever plans may be adopted, exercises in *form*. The same power of mind that enables a child to recognize different objects by their shapes, will render him competent to distinguish *words* by their forms. In the alphabet process, each letter is learned simply by its form as a whole. The teacher does not resolve a letter into its parts, before presenting it to a child to be viewed as a whole—and why not teach *words* in the same manner? We need not fear to present them on account of their *size*. A child will recognize an elephant as readily as he will a fly; and we can see no good reasons for confining the attention of beginners exclusively to the unmeaning letters of the alphabet, monosyllables, or even to words of three letters. We would not teach unmeaning words, or those of difficult pronunciation; for enough simple, significant examples, may be furnished in giving Perceptive Exercises, to keep the children pleasantly and profitably employed for a long time. In giving these exercises, the observing powers are being developed, a large number of words learned, a lively, yes, an *enthusiastic* interest awakened, and the children *prepared* to take a Primer or First Reader of some kind. Reading should be made a pleasant, rather than an irksome duty; especially during the early part of school life. How lasting are first impressions; and how many children form a permanent distaste for learning, simply because their school education was improperly commenced! Why does the teacher fear to take the little hopeful where nature has left him, and carry him on, step by step, by the same simple, natural process? He has been

recognizing objects by their forms ever since he was born; and he will certainly have no trouble in distinguishing words as objects now. His education thus far has been delightful to him; and never has this principle, "*Ideas before words*," been violated. Acting upon this principle, it is easy to find suitable matter to exercise the children upon; and this insures perceptive development, cultivates attention, and furnishes at the same time some useful information. We take no special pains to teach the letters. It is the experience of all who teach upon this plan, that the children *learn* them; but when, and how, is hardly known. We require no oral spelling at first: not until the class is familiar with a good number of words. A few moments each day are devoted to printing, and all are required to copy the words of the reading-lesson as they remain unoccupied in their seats. This is really the true art of spelling.

SKETCH OF AN EXERCISE SUITABLE FOR THE
FIRST READING-LESSON.

Take a boy and girl from among the number, and place them in a conspicuous position before the school. To attract attention and cultivate close observation, let the class say who was brought out *first*. All who observed, and are able to say, will be requested to raise hands. Seat the children, and try the experiment again. When it is determined that it was the boy, the class may be told that the *word* boy is to be printed or shown from the chart, which should be observed carefully, and pronounced simultaneously.

All who would like to come and touch some *part* of the boy, may be requested to raise hands. The younger and more diffident should be called upon, others observing and naming the part when touched. The name of the part should be shown upon the chart or printed upon the board—the word "*hand*" for example—and read as before. Children may now be called

upon promiscuously to come forward and point to the words, which should be printed several times. Another part may be observed, printed, and pronounced. Three words will generally be sufficient for one lesson, and these must be reviewed in subsequent exercises. The children will be delighted to come forward and point to the words. They should be taught to hold the pointer properly, standing with the side of the body towards the school. Habits formed thus early will save them, as well as their teachers, much annoyance hereafter. Every child should be required to pay strict attention while one is finding a word. Accustom them to observe and criticise the manner of walking, standing, holding the pointer, etc. As soon as a word is pointed out, let all decide whether correct or not. Fifty may be taught in this manner at the same time. The teacher must possess some tact and vivacity, to keep up a laudable degree of interest and emulation with a large school. It is gratifying to witness the enthusiasm manifested by the little ones during such an exercise. Every one is *wide awake*, and desirous of displaying his knowledge. The teacher should give as many an opportunity of coming forward as possible. "Activity is the law of childhood." The words must be read over and over again. Let them be counted as an exercise in number. Lessons for beginners should not ordinarily

exceed fifteen minutes. The class must understand that the words are to be copied upon slates, and shown to their teacher, before the next lesson.

It will be seen that the object-lesson will furnish matter enough for quite a series of lessons. *A*, and *the*, may be introduced; and the words, "A boy," "A hand," "The nose," etc., read. For variety, allow the children to tell what a boy can do. Among the answers given, select suitable actions, and form sentences; as "A boy can run," "The boy can play," etc. The teacher will not dwell upon one subject until it becomes monotonous. Other objects may be taken, as a knife, bell, book, etc., etc.:

Names of the parts of animals.

"	"	"	the face.
"	"	"	" hand.
"	"	"	" foot, etc.

In an ungraded school, much time may be saved by following this plan. The a-b-c-d-arians may be promoted at once, and classed with older pupils. Words like *it*, *is*, *in*, *of*, etc., may be presented gradually, and the children prepared to take a book with interest and profit—not "*Profit and Loss*."

The class should be encouraged to furnish themselves with blank-books and lead-pencils, and copy the words of each day.

The same words should be used as soon as the class commences oral spelling.

A LETTER FROM ZEKIEL STEBBINS.

—, CALIFORNIA, March 6, 1864.

To the Editors.*

I am much obliged to you for sending such a good teacher to this town. She is one of the late arrivals from the Eastern States; is a graduate from a Normal School; and, I am proud to say, is a native of the State I hail from—Maine. She passed through an awful examination—that is, I mean an examination awfully severe—most creditably; and I think I got myself pretty well talked about for the

part I took in it. Miss Fanny Hale, the successful candidate, with a dozen rivals, was thoroughly and rigidly examined by our hull board of trustees, and unanimously pronounced *fit*. We determined there should be no humbug in the trial. I am a tender-hearted man, and it was very trying to my nerves to witness the unhappy faces of the defeated candidates—but it could not be helped. I want to tell you all about the examination.

After the minister had concluded (and he put a great many questions), I was asked to take part in the proceedings. My wife

* From the *California Teacher*, by permission.

Priscilla has a splendid eddication—she it was that got me elected trustee—and she had prepared a number of questions for me to ask the candidates. I took the paper slyly out of my pocket with my handkerchief, and placing it on the table, out of sight of the females, I boldly began: “Miss Hale, spell Phthisic”—I knew that used to be an awful hard word when I was a shaver. By Jericho, if she didn’t spell it right through at once, as slick as a whistle. “Spell hymn,” I continued. “What *him*?” said Miss Hale, blushing. “The forty-ninth,” I answered. “Oh!” she replied, smiling a little, I thought—and then went through the word as if she had been singing it all her life. “Spell Sam,” I cried out, scowling, to let her see I was not to be trifled with. She blushed more than before; and the blacksmith, one of the trustees, called out: “It is shameful—it is too bad!” and said he would not sit there and have a lady’s feelings hurt before his eyes. He declared his determination to defend the rights of all unprotected females. (The blacksmith was formerly one of the “chivalry,” but since the other party has come into power he has turned blacksmith; and I must say, that from the time he left off loafing and began to work, I have felt a real respect for him.) “What on airth are you driving at?” said I. “I didn’t know his cristen name was *Sam*. I scorn to be personal. I meant for this highly respectable young lady to spell *psalm*, the 119th psalm, no particular metre.” “It will take her a long time to spell through *that* psalm,” remarked the minister. However, she did spell it in a twinkling, without the smallest mistake.

Next, we had an exercise in pronunciation. “Artickerlate distinctly,” said I, “the word *constertoooshonal*.” They all spoke it pretty well. “Now,” said I again, “say *unconstertoooshonal*!”—I noticed that two females pronounced the word *unconstertoooshonal*, with much more emphasis than they did the other. I did not like the appearance of things, so I made them all repeat in a loud voice, “*Liberty and Union, now and forever, one and inseparable*,” which they did to my entire satisfaction. “Now,” I continued, addressing Miss Hale, “can you say National Intelli-

gencer?” The words were no sooner out of my mouth than she repeated them as glibly as possible, adding to them, of her own accord, *Sacramento Union and California Teacher*. I had on my paper some Russian words which Priscilla had written down for me—such as Petropavlovsk, Okhotsk, Alexandrovskoi, etc., etc., but I thought I would not give them. (Between you and I, I shouldn’t have made much of a hand, pronouncing them myself.) Besides, I had heard of the man in San Francisco who put his jaw out of joint, trying to introduce some Russian officers to certain belles of your city at your grand ball, and so I mercifully desisted. The last time I was in your city, I had an ague in the face for a week after introducing to a friend of mine, the Russian Consul, Count Contracostameetinghouskiof.

I thought I would then try them some in Geography. “Where,” I asked, “is the leaning tower of Pison? Which way does it slant, and how much is it slantindicular?” “Perhaps you mean Poesa,” remarked Miss Hale. I glanced at my paper. “Sartin,” said I, “I don’t mean nothing else.” “It used to lean Sow or Sow-west,” observed one Miss, with a highly tanned complexion, who had lately come round the “Horn,” “but within a year or two, like many other things, it has taken a decided slant towards the North.” “Spoken like a true American heroine,” was my remark upon this answer. “I think the inclination is 13 feet from the perpendicular,” said a female from Connecticut. “That is not accurate,” exclaimed a woman with thin, compressed lips, and a projecting forehead; “the deviation is exactly 13 feet, 4 inches. What’s the use of stating facts if they a’n’t facts?” In reply to my inquiry, she told me she had been born and brought up in Boston—and then, of course, I pronounced her answer mathematically correct; and, indeed, she was so positive, that if I had had any opinion of my own (which I hadn’t), I should not have dared to express it. I could not help thinking, however, how much more easy and comfortable I was at home, with my darling little wife Priscilla, who, though she does know a heap more than I do, and does pretty much as she pleases, yet has a way of making me think

I am the lord and master of my household, which is, I must say, very agreeable to my feelings. She follows the decision of that eminently sound judge, who said, that "in the eye of the law, husband and wife are one, and that the husband is that one."

"What recently discovered land can you mention?" All failed to answer except Miss Hale, who said, when her turn came, that the question was very easy and the answer obvious; it was—Newfoundland. The whole committee were struck at once with the correctness and brilliancy of the reply. "Where is the Isle of Beauty?" I next inquired. No one could tell but Miss Hale, who answered promptly that I must mean *Belle Isle*, near the Gulf of St. Lawrence. I very eagerly told her that I had no doubt of it. I proceeded. "Where is Cape Disappointment?" Most thought it was very close by the Board of Trustees. "Where," I went on rapidly, "are Porcupine-river, Lake Caniapuscau, Prescott, Liberty, any Jackson, New Palmyra, Modern Troy, Onion-creek, Homer, Smithopolis, Scipiotown, Scienceville Centre, Nijui Novorod, Great and Little Egg Harbor, Hohenzollern Sigmasingen, Red Shirt Tail Cañon, Pietermaritzburg, Big Muddy Stream—" "I decidedly object to these questions," interrupted the blacksmith, "and must express my surprise that a gentleman of the attainments and sense of propriety which I had attributed to my friend, should propose such questions as some of these are, to a collection of interesting young ladies. I move that the examination in Geography be now closed." The vote was taken, and as I did not care to make any opposition, it was carried in the affirmative.

My first question in Arithmetic was, "What is a prime number?" The strong-minded woman from the Athens of America (I like to be original) replied at once, "No. 1." "Right," thundered the blacksmith, bringing his fist forcibly down upon the table; "there never was a truer thing said." "What is a circulating decimal?" The most direct answer to this question, was: "It is a ten cent postage-stamp." "What is a mixed number?" "It is," said one rather prim female, "when a number of people get mixed up together quite per-

miskersly, as it were, and as is ever allowed in no select party, which are only such as I will attend, and which you need not therefore to invite me to go to any others." "What is an improper fraction?" "I object to that question," exclaimed the blacksmith, jumping up; "there is impropriety manifest in the mere statement of the question; it is obvious that the answer can not be proper to a question which relates to an impropriety. I am amazed that respectable authors of treatises on arithmetic will allow such questions in their works. Where," he asked, "where, alas! can we look for pure morality, if we find it not in our Common School Arithmetics? I hope the gentleman will withdraw the question." After some further solicitation, I yielded to his earnest request, and proceeded as follows: "What is reduction ascending?" One very young Miss thought it must be a man going up in a balloon, and "becoming small by degrees and beautifully less." I gave her such a frown that she did not answer another question. "Now," said I, very impressively, "prepare all your energies to answer this question: If 13 men can dig a ditch $2\frac{7}{8}$ feet wide, $3\frac{1}{10}$ inches long, and $99\frac{1}{11}$ feet deep—No, stop—I have got the wrong problem—I have made a mistake. This is the question I wish you to answer: If 44 men eat, every day, each, 2 pounds of beef, $2\frac{1}{2}$ pounds of bread, $\frac{3}{4}$ of a pound of vegetables, and drink two cups of coffee, 3 cups of tea, and a pint of milk, what is the cost of supporting an army of 199,000 men, where meat is \$1.75 a pound, flour \$60 a barrel, boots \$65 the pair, caps \$17 apiece, jackets and pants \$101, vegetables scarce, and there is no tea and coffee, and they ha'n't got no shirts at all? Solve by any proportion you please." Miss Hale was the only one who obtained the right answer, and I am afraid to mention the frightful amount.

I have only space to tell you that we concluded with an interesting collection of general questions, such as: "Where were you born? Where do you come from? What are you about? What may I call your age? At how many schools have you finished your education? Can you teach Callysthenicks? If so, which? Do you

warble? How many musical instruments do you play on? If elected, do you mean to get married as soon as you can, and leave us, or how otherwise? Are you in favor of capital punishment for children? If so, state how, when, where, under what circumstances, wherefore, and to what end? If there is any thing you know, which you think the Committee ought to know that you know, and which you are desirous to make known, tell all that you know, as fully and particularly as if specially interrogated thereto." I got this last from lawyer B——, of our town, who is to be our future member of Congress. He said it was a real *experiment crucis*—meaning it would fetch them if any thing could. I give this quotation as a specimen, to show how thorough our examination was.

All declined giving their ages except Miss Hale, who said that, if permitted, she would reply by proposing to the Committee a problem, the answer to which would be her age. We were all nearly petrified at her daring; and before we could recover from the shock of surprise, this courageous lady continued: "Take 2 years from my age, extract the square root of the remainder, multiply the root by 2, extract the cube root of the product, multiply this root by 9, the result will be my age." We have been trying ever since to find out that young woman's age, but all in vain. I can give you no idea of the distress of mind I have suffered, worrying to find the answer. I get all sorts of results—I suppose because women's ages are mighty uncertain. The minister thinks the question may be solved by a Different Calculus, and I think it must be a different calculus from any I can make, that will come anywhere near correct. One thing I have learnt, and that is, never to ask a woman's age again as long as I live.

The examination being finished, we proceeded to vote, and Miss Hale was unanimously chosen our teacher *vice rose*, every member of the Committee manifesting his preference for her by rising all together, and there was no *nem con*, as we say in our debating club.

The next thing in order was to administer the oath of allegiance. "Swear her," said the blacksmith to the justice, "and

don't let her go." And when that fair maiden rose, and lifting her lily-white hand and her dark eyes to heaven, promised to bear true faith, allegiance, and loyalty to this glorious country—it was more than beautiful—it was thrilling. She looked so pure, so heroic, so holy, that, for all the world, she brought vividly to my mind Priscilla's face and expression, when she vowed to love, honor, and obey your humble servant. When Miss Hale solemnly swore that she would faithfully support, protect, and defend the Constitution and Government of the United States, I saw the blacksmith double up his fist, and I noticed a flash in his eye that said plainly: "You may do the swearing, Miss; but as for the fighting, you call on *me!*" and I knew that from that moment he was converted into a sound Union man. When she came to kiss the book, he was entirely overcome, and I saw that the triumph of patriotism was complete.

The Chairman pronounced her entirely qualified for the position, and then administered a long lecture on the way in which she must do every thing. I wouldn't have such a talking to for a great deal. I really pitied the poor girl, and I suppose she saw sympathy in my countenance; for, as soon as the minis—, I mean the Chairman, had ended, she came to me, and with the most bewitching smile, and in the sweetest tones, said: "Mr. Stebbins, when does my engagement with you begin?" "Goodness gracious, Miss!" I exclaimed, jumping up, "I should like it of all things, but I'm a merried man!" You never heard such a laugh as went round that room. The Committee laughed, as they always will, give them the smallest chance, against a fellow member; a ripple of smiles ran over the faces of the female candidates, breaking out here and there into silvery sounds, as a brook sings when it runs over pebbles. Miss Hale, to her praise be it spoken, did not laugh; she hung her head down so as partly to hide her rosy face behind her black curls; but I saw her merry eye twinkling through them, and the butterflies and other entomical bugs on her bonnet bobbed up and down, as if they were enjoying themselves at a regular fandango. But the blacksmith fairly roared

as if he had two or three of his own bel-luses in him. He choked, and coughed, and sputtered, and as soon as he could find breath to speak, he bawled out: "Why, Mr. Stebbins, the Miss don't mean what you've got in your noddle. She only wants to know when her engagement to open the school begins," and then the brute began to shout agin. Well, when the laugh is agin you, don't you go agin the laugh, but jist jine in. So I did; whenever, after stopping, they began to laugh again, I laughed louder than any on 'em, except the blacksmith. I soon beat the rest, and they gave in; then me and the blacksmith kept it up for fifteen rounds, when he threw up the glove. If he hadn't, I would have gone on until he had had an apple-plectic fit; indeed, the last two rounds, I had strong hopes one was a coming on to him. I guess he was afraid of it, too, and I think he stopped just in the nick of time.

We had a nice time—that is, the Com-

mittee, I mean—I can't speak for the ladies, most of them didn't appear to like it; but I think it is real good fun, this examining the gals. It completely galvanizes a gallant fellow like me. Well, our work was at last all finished, and so our meeting having been protracted until the shades of night had gathered round us, we adjourned, as our future member of Congress says, *sine die*.

Yours, uncommon obliged,

ZEKIEL STEBBINS.

P. S.—I did think of taking Miss Hale to board with us, being willing to assist her in her studies; but Priscilla says they don't sympathize in their ve-iews.

P. P. S.—I have just learned, to my amazement and indignation, that she has actually gone to that abominable blacksmith's!!—a man that, to my certain knowledge, will never get through *vulgar fractions*!!!

TRIUMPH OF MIND.

THE following is the description given by his best historian, of William Henry, Prince of Orange, Nassau, Stadtholder of Holland, and King of England as William III.

"His name at once calls up before us a slender and feeble frame, a lofty and ample forehead, a nose curved like the beak of an eagle, an eye rivaling that of an eagle in brightness and keenness, a thoughtful and somewhat sullen brow, a firm and peevish mouth, a cheek pale, thin, and deeply furrowed by sickness and by care. . . . From a child he had been weak and sickly. In the prime of manhood his complaints had been aggravated by a severe attack of small-pox. He was asthmatic and consumptive. His slender frame was shaken by a constant hoarse cough. He could not sleep unless his head were propped up with pillows, and he could scarcely breathe in any but the purest air. Cruel headaches frequently tortured him. Exertion soon fatigued him. The physicians constantly kept up the hopes of his

enemies by fixing some date beyond which, if there were any thing certain in medical science, it was impossible that his broken constitution could hold out. Yet, through a life which was one long disease, the force of his mind never failed, on any great occasion, to bear up his suffering and languid body."

Such was the physical condition of the wonderful man, whose power of endurance seemed to increase as the odds of labor, exposure, and hardship were multiplied against him; whose courage and coolness rose with the tide of battle; whose armies, led by himself, humbled the pride of the "Great King," Louis XIV.—hitherto successful against the arms of all Europe—and achieved for the people of England their independence and liberties; whilst his far-reaching wisdom and incorruptible patriotism, built up this independence and secured these liberties, upon a glorious and enduring basis. Let no parent, then, despair of his frail and delicate, but gifted child.

THE WORLD OF IMAGINATION.

"The mind can make
Substance, and people planets of its own
With beings brighter than have been, and give
A breath to forms which can outlive all flesh."

Byron's Dream.

THESE lines of the poet, describe what is true to a greater or less degree of every man's experience. But they find their most remarkable and fantastic illustration in the Spanish character, of the age of chivalry. It is not easy for us of this materialistic age, to realize that there could ever have existed a race of men answering to the pictures drawn by Prescott, in his Ferdinand and Isabella, and elsewhere, of the model Spaniard. "He was," says he, "a knight-errant, in its literal sense, roving over seas on which no bark had ever ventured; among islands and continents where no civilized man had ever trodden, and which fancy peopled with all the marvels and drear enchantments of romance; courting danger in every form, and combating everywhere, and everywhere victorious. The very odds presented by the defenceless natives among whom he was cast, a 'thousand of whom,' to quote the words of Columbus, 'were not equal to three Spaniards,' was in itself typical of his profession; and the brilliant destinies to which the meanest adventurer was often called, now carving out with his good sword some 'El Dorado' more splendid than fancy had dreamed of, and now overturning some old, barbaric dynasty—were full as extraordinary as the wildest chimeras which Ariosto ever sang, or Cervantes satirized. . . .

"The eagerness to explore the wonderful secrets of the new hemisphere became so active, that the principal cities of Spain were, in a manner, depopulated, as emigrants thronged, one after another, to take their chance upon the deep. It was a world of romance that was thrown open; for, whatever might be the luck of the adventurer, his reports, on his return, were tinged with a coloring of romance that stimulated still higher the sensitive fancies of his countrymen, and nourished the chimerical sentiments of an age of chivalry. They listened with attentive ears to tales

of Amazons, which seemed to realize the classic legends of antiquity; to stories of Patagonian giants; to flaming pictures of an *El Dorado*, where the sands sparkled with gems, and golden pebbles as large as birds' eggs were dragged in nets out of the rivers.

"Yet that the adventurers were no impostors, but dupes, easy dupes of their own credulous fancies, is shown by the extravagant character of their enterprises; by expeditions in search of the magical Fountain of Health, of the golden temple of Doboyba, of the golden sepulchres of Zenu; for gold was ever floating before their distempered vision, and the name of *Castilla del Oro* (Golden Castile), the most unhealthy and unprofitable region of the Isthmus, held out a bright promise to the unfortunate settler, who, too frequently, instead of gold, found there only his grave.

"In this realm of enchantment, all the accessories served to maintain the illusion. The simple natives, with their defenceless bodies and rude weapons, were no match for the European warrior, armed to the teeth in mail. The odds were as great as those found in any legend of chivalry, where the lance of the good knight overturned hundreds at a touch. . . . The character of the warrior took somewhat of the exaggerated coloring shed over his exploits. Proud and vainglorious, swelled with lofty anticipations of his destiny, and an invincible confidence in his own resources, no danger could appall and no toil tire him. The greater the danger, the higher the charm; for his soul reveled in excitement, and the enterprise without peril, wanted that spur of romance which was necessary to arouse his energies into action."

And in the "right gentle war" with Granada, it is said that "Queen Isabel attended the army with her whole court, and breathed courage into every heart. There was scarce a cavalier who was not enamored of some one or other of her ladies, the witness of his achievements, and who, as he presented him his weapons or some

token of her favor, admonished him to bear himself like a true knight, and show the strength of his passion by his valiant deeds. What knight so craven, then," exclaims a chivalrous writer, "that he would not have been more than a match

for the stoutest adversary; or who would not sooner have lost his life a thousand times, than return dishonored to the lady of his love? In truth, this conquest may be said to have been achieved by *love*, rather than by *arms*."

THE MOVEMENT IN REGARD TO PHYSICAL EDUCATION.

NOTHING is more characteristic of the American people, than their readiness—their eagerness if you please—to become interested in new ideas, and if found valuable, to appropriate them. It is this which makes the phrase, "Universal Yankee Nation," although applied to us originally in sportive irony, not an inapt description. The genius of our people, in consequence of being so pliable, becomes universal. As there are in this country no political, so there are no educational ruts, centuries old and despairingly deep, into which every man is compelled to jog along, or be broken down in the attempt to wrench himself out. In every direction the way is open and smooth. Changes are introduced daily in every department of life,—in business, in law, in medicine, in politics, and in literary institutions,—which would be met with the fiercest oppositions in the old world as crazy innovations; but which are hailed with satisfaction here, if only they promise to be productive of happy results.

A good illustration of these remarks is seen in the interest which, though of such recent origin, is yet so lively and widespread, in regard to the subject of "Physical Education."

We have nothing to say, just now, as to the desirability and absolute need of reform in this direction. We simply wish to note how, when the subject is fairly presented, every one gives it the readiest greeting—heartiest welcome. The most popular article, a while ago, in a popular magazine, was "The Murder of the Innocents," in which the writer pitched mercilessly into the prevailing system of training a child's brain, almost, if not entirely, at the expense and to the final ruin of his

bodily health and constitution. "Watson's Hand-book of Calisthenics and Gymnastics," developing the principles and rules of physical training into a beautiful system, and accompanying the same with diagrams of life-like attitudes, which has been recently published in New York, finds a large and rapid sale. Dio Lewis's work, upon the same general subject, from a Boston press, has, we presume, readers enough. Mrs. Plumb starts an Academy of Physical Culture for both sexes, and secures such a number of pupils, that she can bring out a selection of sixty of them upon the stage of "Cooper Institute," for the entertainment of an "appreciative" audience, and for the pecuniary benefit of the Sanitary Commission. Colleges, which, ten years ago, petitioned the State Legislatures to prohibit the location of such establishments within ten miles of themselves, now build Ten-pin alleys (just think of it)! Academies are not regarded as complete, unless they can boast of possessing a well-arranged Gymnasium. Numerous old garrets, once crammed with rubbish, have been cleaned up, and are to-day adorned with the parallel-bars, the pulleys, the rings, and other developers of muscle. Young men and maidens all over the country, are hiring professors of Physical Culture to lead them through all the shufflings, and springings, and turnings, and vaultings, and pullings, and liftings, and sparrings, and wrestlings, and other mazy evolutions of the gymnastic science. Indian clubs and rings for parlor-exercises, boat-clubs, ball-matches, and even the manly sports of the unmannerly "P. R.," are quite the fashion and the delight of the community.

Who knows but the time is near, when

a man will not be considered educated, until he can wear a brain of capacious and well-disciplined powers, as a fitting crown upon a plump and muscular body—their willing, obedient, and happy instrument or servant! Who knows but we shall realize that golden age in which the American youth, like the young Athenian, will not only run the swiftest race, and fling furthest the heaviest bar, but will carry off, also, the laurel-wreath for poetic, or dramatic, or other literary superiority? Who knows but the college curriculum may hereafter be so changed from the single line of mental training, as to secure a well-balanced combination of both mental and physical accomplishments?

The Spanish Arab sovereign used to refresh himself after the labors of the tournament, with listening to "elegant poetry," and to discourses of "knightly history;" and the Spanish Arab knight strove to excel in ten grand qualities, viz: "piety, valor, courtesy, prowess, the gifts of poetry and eloquence, and *dexterity in the management of the horse, the lance, the sword, and the bow.*" It was this union of attainments in mind and body, that made the Spanish Arab the first man of his day. And why may not the American, by imitating, or rather by surpassing this example, become the first man of the world? We believe he will.

STRENGTHEN THE MIND'S PRODUCTIVE POWERS.

"THE education of youth," wrote Milton, "is not a bow for every man to shoot in, that counts himself a teacher; but will require sinews almost equal to those which Homer gave Ulysses." Certainly the judgment of a religious, civilized world, is raising the teacher's rank to a higher level every day. Nature has so many wants which education only can supply, that they who give themselves to the task of developing and moulding the plastic mind of youth, secure the consciousness of a well-spent life, and become entitled to gratitude and praise from all.

The true teacher, in his labor, should have *his scholar's advancement* always in view. Thus best will he secure his own. We fear circumstances sometimes make those who instruct youth, turn away their eyes from this one aim. The partiality of parents, the resistance of ill-trained pupils, the pleasures of society, hinder or destroy the hearty endeavor to do the very best that can be done for those committed to the teacher's care. Instead of different methods to suit different minds, a general routine is established, where the more active are hampered, and the dull drag on, till the weary years of school-life are ended. In days of "long ago," this was the rule; we trust it is now the exception. Our

best schools—and they are increasing in number, are marked by the discrimination with which classes are separated, and opportunity given to each individual to develop the talents which Nature so variously bestows.

In any true method of education, three things must be regarded: the Acquisition of Knowledge, the Restraint of Evil, and the Production of Knowledge. Leaving out the second, as we can not now speak of its importance, the attention of the teacher should always be directed to the other two, in order that the pupil may be fully fitted for the world. He must be taught the wisdom of others. "Read, and you will know;" that mother-word made Sir William Jones. But also must he be early taught to express his own thought; to declare what power he himself possesses; to produce coin stamped with his own image from the mint of the mind within. "What do you think of that subject, and why do you hold your opinion?" those questions, constantly repeated by a father's lips, gave fluency and power to children, who are known now throughout the land as leaders of men.

In regard to the attention paid to the scholar's acquiring knowledge, few will complain. There are enough lessons given,

Heaven knows, in every school, to occupy all the time a boy or girl should bend over the slate, or geography, or history. More than of old, we sometimes imagine, is required of the modern scholar, who carries a small library of books to and from his home. But as this may be, the defect in our system which needs a remedy, is the *little attention paid to the productive faculties of the mind*. How much of power is wasted by keeping the mind of the scholar in one single line of progress, marked out by good men who have gone before, and transmitted school-books to posterity! We are needing, in this age, men and women of force. And this springs from originality, or individuality, or self-reliance—whatever name you choose to call the power. We need our schools to cultivate the art of walking alone, after one has walked with the masters. Because we do not have many such schools, our learned men are not the leaders. The latter rise to eminence from a world on which they were early thrown to shift for themselves. If there are exceptions to such an assertion, they are those whom peculiar circumstances have forced to cast aside their fears, when the effort has cost them toil and pain. The lives of such men as Webster, and Clay, and Douglas, well illustrate our meaning. In them all, the acquiring of knowledge was to the end that they might produce it to move the minds of others.

In most schools, the only real method by which scholars are encouraged to declare their individual force, is "composition." And certainly the closest attention should be paid to this department. The character influences the expression; but the expression has a reflex influence upon the character. Subjects suited to every mind should be proposed. Style should be regulated, that simplicity may take the place of that inflated species of composition for which Young Ladies' Institutes and Junior Exhibitions are somewhat celebrated. The question with the teacher should always be, "What do you mean to say?" In the "Life of Kirwan," Dr. Griffin by that question blotted out three-quarters of the young collegian's first effort, but made him thus the simple, clear writer he afterwards be-

came. In declamation, we wish boys were less practised. They need to know how to face an audience; but the "trick of oratory" lies in the power of expression and the deep emotion, not in gesture and modulation. Whether many a good farmer has not been lost by the village admiration of a huge pair of lungs shouting out the "Give me Liberty or give me Death!" of Henry, is an open question. If it is so, the country has been probably injured to the extent of a lawyer. We never had any regrets, when walking with Gray over a country churchyard, that the "rude forefathers" had not tried their hands at forming themselves into Miltons or Cromwells. They farmed well, made excellent parents, and were a loss to their friends when they died. Had they gone to Parliament, they would have prolonged its sessions to make a "brief address," and—the world would, probably, have been an hour behind her present position.

But are there not other ways in which this productive talent could be encouraged? Surely, in every branch of learning, it might receive development at school. In Mathematics, why should not the scholar be allowed original methods, and brought face to face with original examples? If the mind can be thrown thus on itself, the best practical results follow. *One example proposed by the scholar, or worked out by the mind's own application of the fundamental rules, will fix securely the knowledge which, otherwise, is obtained often by memorizing and outside aid.* An Arithmetic gains to most minds a sort of fear and reverence, as embalming some of the "hardest sums" the mind of man ever imagined; when it should be looked on as a friend to guide. In History, *conversation* would fill the mind with the thought of men and things of other days, in a way which mere recitation can not approach; as the scholar himself would express opinions. So of the other branches; methods should be used to draw out from the mind, not merely to fill the mind. The work of gaining the power of expression in all departments of knowledge, should commence with the work of imparting knowledge. Then, men who stood first in our schools and colleges, would stand first in the world.

They would come out, not merely with the armor on, and with the sword in hand, but with a knowledge how to make it most effective. Then in the life-battle, many a conqueror would be hailed as trained by the hands of scholars for his earnest work. Then from men who walk foremost among men, the confession of scholarship and of

scholarly pursuits, would come with the proud feeling of the Roman orator: "*Ego vero fateor, me his studiis deditum; ceteros pudeat, si qui ita se literis abdidierunt, ut nihil possint ex his neque ad communem afferre fructum, neque in adspectum lucemque proferre.*"

HISTORY OF SCHOOLS IN NEW YORK CITY.

II.

THE population of the city of New York, in 1825, was about 169,000. Of this number, some 30,000 were children between the ages of five and fifteen years; and only a little over two-thirds of these attended schools of any kind. At this period there were four distinct classes of schools in this city—viz., Private schools, incorporated schools, charity schools, and public schools. Of the first class, which embraced all grades, from the dame's alphabet class to those affording the most thorough classical instruction, there were about *four hundred schools*. Notwithstanding a large proportion of these elementary schools were kept in small rooms, without sufficient light or ventilation, and frequently by persons unqualified in learning and incompetent in ability; the private schools had an aggregate attendance of about 13,000 pupils. There were but *three* of the incorporated schools, with about 1,000 pupils. Of the charity schools, under the management of different religious denominations, there were *eighteen*, with 2,500 pupils.

FREE-SCHOOLS.

The *six* schools under the charge of the Free School Society, were rapidly increasing in popularity, and now numbered about 4,500 pupils. All of these schools were *free* to the children of the poor, while none were admitted whose parents were able to pay tuition in the private schools. During the year 1825, the subject of changing the character of the system of these free-schools was extensively discussed. The principal change proposed was to secure such a mod-

ification of the school law for this city as would enable those parents who patronized private schools to avail themselves of the advantages of the better instruction afforded in the public schools, by the payment of tuition for their children.

THE PUBLIC SCHOOL SOCIETY.

A memorial was presented to the Legislature by the trustees of the Free School Society, requesting alterations in the act of their incorporation. Accordingly, in January, 1826, the name of the society was changed to the *The Public School Society of New York*; and it was made the duty of the society "to provide, so far as their means may extend, for the education of all the children in the city of New York, not otherwise provided for, whether such children be or be not the proper objects of gratuitous education, and without regard to religious sect or denomination."

The trustees were also authorized to require the payment of a moderate sum, not exceeding one dollar per quarter, from the pupils attending these schools; but no child could be denied the benefits of the schools because of inability to pay. The changes in the law provided also that any person might become a life-member of the society by the payment of ten dollars, and that the number of trustees should be increased to fifty.

THE FIRST PUBLIC PRIMARY SCHOOL.

During 1826, *three* new schools were organized by the Public School Society, and *two* more in 1827, making *eleven* in all; and no other grammar-schools were opened during the three succeeding years. In

1828, the first primary school was opened in the same building with grammar-school No. 10, in Duane-street. This school was very successful, and the influence on the grammar-schools was regarded with much favor, "as it drew the younger pupils from the other schools in the same building, and facilitated the government and instruction of both classes of children." This primary school was conducted on the plan of the Infant School, and was placed under the supervision of an association of ladies, who were organizing that class of schools in this city.

ORIGIN AND CHARACTER OF INFANT SCHOOLS.

Infant Schools originated about the year 1815, in New Lanark, a manufacturing town in Scotland. The great irregularity with which married women, who had young children to take care of, attended to their work in the manufactories, was found to be a very great annoyance to their employers. Mr. Robert Owen, who superintended the manufactories at New Lanark, finally resolved to concentrate the labor of taking care of these young children, by bringing them together in one department, where a single woman could watch them while the other mothers were engaged in their usual avocations.

Various methods were used to furnish amusement to the inmates of this public nursery, such as toys, pictures, music, physical exercises, &c. At length, teaching the alphabet, reading and spelling, were employed as one method of diversion. Thus little by little of instruction was added, until the mental and moral training of the children became a leading feature in the management of these juvenile congregations, and they finally took the name of Infant Schools. At first these schools were managed without much system, but as other schools were opened, they were gradually improved, and under the admirable supervision of Mr. Samuel Wilderspin, the plan of training children was brought to a successful system of Infant Schools, which was well adapted to the wants of the laboring classes in the towns of Great Britain.

The great popularity of this class of schools in England, induced benevolent ladies in various parts of the United States

to organize societies for the purpose of establishing similar schools in this country. The first Infant School in the city of New York was opened July 16, 1827, in the basement of a church in Canal-street. These infant schools increased rapidly, and within six years from that time there were about *thirty*, of which some eighteen were supported by the Public School Society, and by the Infant School Association, while a dozen were private schools.

Children were admitted to the infant schools between the ages of eighteen months and four years, and were allowed to remain until they were five years of age. Parents were permitted to take their children to school as early as six o'clock in the morning in summer, and at eight o'clock in winter. The children were allowed to remain until seven o'clock in the afternoon in summer, and five o'clock in winter. The female attendant who received the children in the morning, was relieved for an hour about eight o'clock, by the arrival of the teacher. The regular school exercises commenced at nine o'clock in the morning and continued until noon, with the exception of recesses for rest and refreshment. From two to three hours of recreation were allowed in the middle of the day, after which the school was assembled and the instruction continued for two or three hours longer. A room was provided in which the youngest children could lie down when they became tired or sleepy.

On the introduction of infant schools into this country, much of the original design of these schools was lost sight of, and they came to have the filling of the minds of children with words and the ideas of others for their chief object. These schools became so popular, that they were organized in the principal cities and towns throughout the country; yet five years had not passed before the enthusiasm for them subsided. The instruction became chiefly of such a character as to exercise the memory alone, at the sacrifice of the other mental powers, so that while the schools were making prodigies in committing to memory by rote, they were dwarfing those faculties which make the man of talent, and leaving undeveloped those qualities which fit persons for the practical duties of life.

After a time the real wants of elementary instruction began to be better appreciated, and the Infant Schools were made to fill an important mission in the progress of primary education in this country. Important changes were introduced from time to time, until that plan of primary schools was developed which now forms so important and admirable a feature in the present system of education in our city schools.

Notwithstanding some of the evil practices of these Infant Schools are still perpetuated in many primary schools, yet the schools for elementary instruction are steadily progressing toward better and more natural methods of training the minds of children, so as to develop more fully all their powers.

THE FIRST SCHOOL-TAX.

The first tax in the city of New York for the support of schools was raised in 1829, by assessing *one-eightieth of one per cent.* on the valuation of the taxable property of the city. Although the Legislature had previously authorized such a tax, in honor of the tax-payers it may be added, that this tax was raised in accordance with the request of a memorial to the common council, signed principally by the wealthiest citizens. In 1831 this tax was increased to *three-eightieths of one per cent.*

THE PUBLIC SCHOOLS MADE FREE.

The plan which was adopted by the Public School Society of charging tuition for those pupils whose parents were able to pay, at rates varying from twenty-five cents to one dollar per quarter, and of placing on a free-list those whose parents were not able to pay tuition, was found to operate prejudicially to the success of the schools. The free-list was gradually increased, and the amount of tuition-fees reduced from year to year, until 1832, when all charges for tuition were abandoned, and the schools of the Public School Society were made free to all.

During 1832 important changes were made in the management of the primary schools. Simple apparatus was introduced to aid in illustrations of the lessons; and the monitorial system was more generally employed. Owing to the great increase in

the number of primary schools during 1832, '33, and '34, it was found necessary in 1834 to open a school for training those who were employed as monitors in these schools. Pupils were selected from the highest classes of the grammar-schools, and while in the training school, were known as cadets. These were subsequently appointed monitors, and received the small salary of fifty dollars a year. After due experience and success as monitors they were promoted, and then called "passed monitors." From this class, the assistant teachers were selected.

Additional grammar and primary schools were established from year to year. In 1838 there were *sixteen* grammar, and *thirty-two* primary schools, besides *two* colored grammar, and some *three* or *four* colored primary schools.

THE FIRST COLORED SCHOOL.

In 1787 the first colored school was founded in New York, by the Manumission Society. During the first twenty years its average attendance varied from forty to sixty pupils. In 1809 the monitorial system of instruction was introduced into this school, and the number of pupils increased. In 1834 the Manumission Society transferred colored school No. 1, in Mulberry-street, and the several primary schools which they had organized, to the Public School Society.

PUBLIC SCHOOLS IN 1840.

The Public School Society had under its care, in 1840, *fourteen* grammar-schools, each with separate departments for boys and girls, and *two* schools, with boys and girls in the same department; making *sixteen* grammar schools, or *thirty* departments. There were also *two* colored grammar-schools, each with *two* departments; and *six* colored primary schools. In addition to these, there were *twelve* primary departments in the same buildings with the grammar-schools, and *forty-six* separate primary schools; making a total of *ninety-eight* school departments, with an aggregate attendance of about 20,000 children. The total expenditures by the society, for educational purposes, during the

year 1840, exclusive of \$45,840 paid for buildings and lots, was \$126,440.

The population of the city, at this period, was 312,700. It is estimated that about 15,000 children attended the private and incorporated schools, while some 25,000, between four and fifteen years of age, were not members of either a public or a private school.

AMERICAN EDUCATIONAL MONTHLY.

MAY, 1864.

THE WAR AND EDUCATION.

WAR, waged against an unholy rebellion, is a most beneficent power. The sword, exercised upon the errors of ignorance and treason, is a glorious instrument. And yet war and the sword, however vast and beautiful the regions which they may open up to the benign influences of civilization, are at first and directly destructive to the best interests of education.

Generally, experience has afforded bitter proof of this remark. We say generally, for when a Cardinal Ximenes of Spain, pausing in the career of foreign conquest, returns home to bestow the vast resources of his wealth upon the erection of the splendid University of Alcalá; and when the citizens of a Leyden, upon the very day of their deliverance from one of the most appalling sieges known in history, and while preparing again to pour out their blood and treasures in fighting the hated Philip, turn from such dismal tragedies to lay the foundations of a great school of learning—the cases are felt to be so entirely remarkable, and so exceptional, as to excite the astonishment of mankind.

The mailed hand of war, once desperately at the throats of a people, leaves them little leisure to think of, and less superfluous strength to provide for, their intellectual and spiritual wants. The desolating

lating march of the armed hosts which overthrew the Roman Empire, and the continual appeals to the sword by the barbarous rulers after they were settled in their new conquests, wiped out, in time, almost every vestige of literature, law, art, and science which the Romans had spread through Europe. It was under the steel-clad and chivalrous cavaliers of Ferdinand and Isabella, that the monuments of Arab wisdom, mainly consisting of extensive libraries, were destroyed. It was these same lordly warriors too, who, a little later, buried in ruins the fairest cities of the newly discovered American continent; and along with them, their curious museums of natural history, their numerous historical and scientific picture-books, and every other mark of their high civilization.

The campaigns of the first Napoleon not only stripped the trades of artisans, and the fields of laborers, but they depopulated educational institutions; and sent many a lad hardly fourteen years of age from the school-room into the ranks, to be converted into a rude and licentious soldier. And how many times the ineffaceable footprints of war can be traced over the plains of Italy, in the broken remains of once glorious architecture, in the vacant galleries of art once adorned with the triumphs of painting and sculpture, and in the loss of manuscripts of most ancient date and priceless value to the scholar; as well as in the impoverishment and degradation of the masses—the historian is absolutely weary with telling.

Whatever instances, on the contrary, may be adduced to show, from its *ultimate consequences*, that war has been found sometimes to have quickened the sluggish spirit of a people into intellectual activity, as was the result of the Crusades; yet the fact remains unshaken, that it is likely to injure the cause of education for a long time, and certainly does so to an alarming extent to those *directly* engaged in it.

In regard to our own country, where the struggle is carried on, not by low merce-

naries, but by volunteers, among whom are men of the highest culture,—how can it be otherwise? That professors of our colleges should be called from the learned investigations of the study, and the brilliant discoveries of the laboratory; that hundreds of our gifted and partly developed youth should be drawn from the high mental exercises and noble strifes of the class-room into the utter idleness of the camp, and the brutal encounters of the field; that many more can have their eyes diverted from the prize of academic honors to the glittering baubles of fortune, which in these days of strange transitions weave themselves quickly, like Jonah's gourd, over the head of every other adventurer; that the minds of those who do remain at the "seats of the Muses," can be hurried away from their literary tasks to be filled with the exciting accounts of battles, marches, sieges, and the daily inauguration of some new and noisy enterprise; that the inventive skill of thousands hitherto engaged in applying the principles of knowledge to the production of curious machinery and useful arts, can be wasted in bloodshed or turned into other channels,—as is inferred from the greatly diminished business of the patent-office; that the ambition of even little children as well as of older ones should be inflamed by almost every public print, and by almost all conversation, with passionate aspirations to mingle in all the "quality, pride, pomp, and circumstance of glorious war";—that all these influences, and many more not to be mentioned, but growing out of military operations the most gigantic ever known, and exerting a mighty power, can happen without seriously undermining the present, if not the permanent foundations of education, is too clear to admit of denial, and too sad to be contemplated without fear and trembling. How different all this from that "calm and pleasing solitariness," in which the mind, "fed with cheerful and confident thoughts," attains its ripest development! How different from "beholding the bright countenance of truth in the quiet and still air of

delightful studies," in the enjoyment of which the genius of Milton was inspired to the lofty creations of *Paradise Lost*, and which seems necessary to the student, if his spirit is to glow in the "gentle mastery" of knowledge, and mount up to scale its grandest heights!

It is with no desire to present a gloomy picture that we have written this, but simply to put the friends of liberal education on guard; that they, by being forewarned, may be forearmed against all the dangers that threaten. Of course it is to be hoped that our people, having already so largely, we might say, so universally, enjoyed the privileges of the school-house, will never forget nor forego them. But it will not do to rest idly in this hope. Every teacher, every professor, ought to be more intensely alive, more ardent in his calling than ever before. We are glad to see that some of them are so, as is evident from the movements recently inaugurated liberally and permanently to endow certain colleges and other literary institutions. All hail! every such effort to take a wise advantage of the present abundance of greenbacks! Let every friend of the cause exert his influence to the utmost to fill these institutions with scholars; and at the same time, let him demand that the standard of scholarship be kept up—and if possible, elevated.

NATIONAL EDUCATION.

IT has been heretofore shown in the columns of the *Monthly*, that education should be *nationalized* in the United States. It has been affirmed to be one of those paramount objects of general concern which not only justify but demand the exercise of the national authority in their behalf. It has been proven to be indispensable to national unity and national strength. For unless intelligence is made universal, suffrage cannot safely be made universal. And where suffrage is not universal, freedom cannot be universal.

And, again, experience has demonstrated

that when education is left to the optional action of individual States, it will be but partially provided for in some of them, and entirely neglected or perverted in others. Hence our General Government, representing and conserving the interests of all the States, and of the *whole people*, should exercise its power and influence to secure the means of education to "every child whom its soil maintains." And it should aim to provide such an education as befits the character and harmonizes with the spirit and destiny of the nation. Our present State systems are too often vague and indefinite in the ends proposed, while in their practical working they are inefficient and unsatisfactory. The character and extent of the course of studies in our common schools, for example, are scarcely yet determined with any precision in a single State. The standard of qualification for teachers is practically no better regulated. The attendance of the children upon the schools provided for their instruction, is left to the caprice or to the supposed convenience of parents and guardians, many times too ignorant or too penurious (or both) to appreciate the necessity of a careful and assiduous cultivation of the youthful faculties. That close and faithful supervision which is indispensable to the efficient progress of any enterprise, and especially of a system of schools, is as yet scarcely known in most of the States, even where education is recognized as both a public and private necessity. In many of the States no *adequate* pecuniary provision, either through a permanent fund or by taxation, has been made for the support of educational institutions. There is yet a lamentable want of organization in these State systems, and hence a waste of individual and collective effort. There is but little of that cohesion and *unity* in the various parts of these systems which are indispensable to the highest results in practice.

And another defect is found in the fact, that our schools, generally, seem to ignore those studies which tend to train the youth of our country for the high duties of citizen-

ship. These studies comprise a knowledge of the peculiar structure of our government, of the relations of the various parts to the whole, and of the rights and duties of the citizen under the same. They comprehend the infusion into the minds and hearts of the young of a national spirit of patriotism and of devotion to country. They do not succeed, to the extent which is desirable and necessary, in bringing up the citizen in the spirit of the government, or in casting him, as it were, in the mould of the Constitution.

Now the question is, *how* the nation can interfere in behalf of this great work. That it *should* interfere is unquestionable, since its first duty is that of self-preservation and self-elevation. The nation lives for the sublime purpose of *educating* itself. But how can it educate itself except through a diligent and persistent use of the powers and forces at its command, in the right direction? It will be our purpose to suggest hereafter some of the practical measures which seem adapted to the end in view.

SALEM TOWN.

WE regret to announce the decease, at his residence in Aurora, Cayuga Co., N. Y., of the Hon. Salem Town, in the eighty-third year of his age. Mr. Town has been for considerably more than half a century prominently identified with the cause of popular education in the State of New York, and few men, either living or dead, have contributed so largely to its progress.

Through all the years of his long and useful life, he was a close, methodical, and industrious student, and hence he was ever able to draw from the ample storehouse of his mind treasures new and old. At the teacher's institute, in the educational convention, and in the social circle, he was equally gifted and happy in all his sayings and doings. He was everywhere the same kind, genial, generous man, whom none knew but to love, whom none named but to praise.

There is one chapter in his life which we have heard Mr. Town relate, and which is full of interest and instruction, while it at the same time illustrates the energy and perseverance with which he set out on his professional career. While in college, he remarked that he imbibed the notion, which is far too common among students, that at his graduation his education would be complete, and that he would know all that is worth knowing. But at the close of his college course, an examination of his mental resources satisfied him that as yet he knew but little, that he was then only *ready to begin to know*. He found that precisely what he most needed,—a knowledge of men and things,—he was profoundly ignorant of. He accordingly resolved to spend six months in a course of general reading and reflection. To this end, he secured a quiet room in a retired place, and employed a person to supply him with fuel and to build his fires, in order that every moment of his time might be sedulously devoted to his work. He first commenced a course of history: we believe he began with Plutarch's Lives, and thus spent hour by hour, and month by month in perusing, analyzing, and digesting the lives and actions of men in the ages of the past. His plan was to read with great attention a few pages, stopping at some convenient point to reflect, to weigh, and compare. During this latter process, he would rise from the table, pace back and forth, in his room, throwing his hands backwards and forwards, and thus secure the needed physical exercise, without loss of time from his studies. After he had thoroughly digested a character or a subject, he would frequently spend a portion of his time in writing

commentaries. This, besides deepening and strengthening his mental impressions, gave him the "pen of a ready writer," and in a measure fitted him for the preparation of the useful works which have added so much to the educational facilities of the present time. There are other incidents in the life of Salem Town which we should like to relate did space permit. We earnestly hope that some one, who was intimately acquainted with him, and who can gain access to his papers, will prepare, for the benefit of the profession which he so long adorned, a faithful biography of one who, but for his extreme modesty, would have been more widely known while living. If a faithful history of his private and professional life could be prepared and published, it could not fail to be a most instructive and valuable addition to the educational literature of the country. It is impossible that a man like Salem Town should not have left behind him the most ample materials for such a work. If these few and hasty words, prompted by a deep feeling of affectionate gratitude for the good man, should chance to fall under the observation of his immediate friends and relatives, we hope they will consider our suggestion. We can truly say of Salem Town, in his honored grave:

"Peace to the just man's memory,—let it grow
Greener with years, and blossom through the
flight

Of ages; let the mimic canvas show
His calm benevolent features; let the light
Stream on his deeds of love, that shunned the
sight

Of all but heaven; and in the book of fame,
The glorious record of his virtues write,
And hold it up to men, and bid them claim
A palm like his, and catch from him the hal-
lowed flame."

EDUCATIONAL INTELLIGENCE.

ELECTION OF REGENTS OF THE UNIVERSITY.—The Legislature has filled the vacancies in the Board of Regents of the University by the election of Geo. W. Curtis to fill

the place opened by the resignation of John Lorimer Graham, and of Alexander S. Johnson to that of the late Dr. Campbell.

These are admirable selections. Judge

Johnson, now a resident of this city, is an able scholar and a profound jurist, whose acquirements will render him a very useful member of the Board of Regents. He was formerly a judge of the Court of Appeals of this State. Mr. Curtis, the popular author, is so well known in literary circles, that it is needless to add that he will be a valuable accession to the oldest institution charged with the duty of directing the educational interests of the State. Mr. Curtis possesses a combination of rare qualities, which will add greatly to the practical usefulness of the Board in which he now takes his seat.

The Board of Regents now consists of the following members:

MEMBERS.	DATE OF APPT.	RESIDENCE.
John V. L. Pruyn (Chancellor).....	May 4, 1844.....	Albany.
Gulian C. Verplanck (Vice-Chancellor).....	Jan. 26, 1826.....	New York.
Erastus Corning.....	Feb. 5, 1833.....	Albany.
Prosper M. Wetmore.....	Ap'l 4, 1833.....	New York.
Gideon Hawley.....	Feb. 1, 1842.....	Albany.
Jas. S. Wadsworth.....	May 4, 1844.....	Geneseo.
Robt. Campbell.....	Feb. 2, 1846.....	Bath.
Samuel Luckey.....	May 6, 1847.....	Rochester.
Robert G. Rankin.....	Sept. 22, 1847.....	New York.
Erastus C. Benedict.....	Mar. 22, 1855.....	New York.
George W. Clinton.....	Mar. 6, 1856.....	Buffalo.
Isaac Parks.....	April 7, 1867.....	Fort Plain.
Lorenzo Burrows.....	Feb. 15, 1868.....	Albion.
Robt. S. Hale.....	April 29, 1869.....	Elizabeth'tn.
E. W. Leavenworth.....	Feb. 5, 1861.....	Syracuse.
J. Carson Brevoort.....	Feb. 5, 1861.....	Brooklyn.
George R. Perkins.....	Jan. 31, 1862.....	Utica.
George W. Curtis.....	April 12, 1864.....	New York.
Alexander S. Johnson.....	April 12, 1864.....	New York.

Ex-officio.—The Governor, Lieutenant-governor, Secretary of State, and Superintendent of Public Instruction.

MINNESOTA.—We are indebted to Hon. David Blakely, Secretary of State and Superintendent of Public Instruction, for the fourth annual report concerning the schools of that State.

The first apportionment of public moneys was in February, 1863, at which time there was apportioned to the several counties (taking as the basis the number of persons residing therein, between the ages of five and twenty-one years) \$12,808.45. In February, 1864, there was \$27,999.28. The receipts for this year will be, from all sources, \$75,000; or \$1.94½ to each person between the ages of five and twenty-one years. This exhibit arises from the sale of 90,440 acres of land, being only a little more than *one-fourteenth* of the whole number of surveyed lands in the State.

Should the balance of these lands be sold at the minimum price of five dollars per acre, there would be a total school-fund of nearly half a million of dollars, arising from the interest on the money derived from such sale. The lands remaining unsurveyed, are here left entirely out of the account.

The whole number of school districts in the State is 1,685; number of persons between five and twenty-one years, 64,819; number of pupils at school, 38,547; number of teachers, 1,646. The average monthly compensation paid to male teachers is \$20.90; to female teachers, \$13.04.

The superintendent recommends the separation of the offices of secretary of state and superintendent, and the creation of a distinct Bureau of Public Instruction,—the power of designating its head being vested in the governor, by and with the advice of the heads of the Departments, or of the State Normal Board. He also argues at length in favor of a change in local supervision, and quotes largely, in support thereof, from the report of other State superintendents. There are now, in each county, instead of a county superintendent, from three to five examiners, whose whole duty is to examine and issue certificates to such teachers as present themselves for examination on the last Saturdays of March and October. It is made the duty of each trustee to visit the school once in each term, and give such advice to teachers as may be for the benefit of the school. These

officers are men, in many cases, wholly unfit to answer the demands of the law; hence schools are unvisited, or unprofitably suggestions or advice. A change in the grading of teachers' certificates is recommended,—there being now but one grade. There are also several other important changes recommended which we have not space to enumerate.

Superintendent Blakely is a worker. Though by the laws of the State, his only duty as Superintendent of Public Instruction, besides preparing his annual report, is to provide and distribute blanks and make the annual apportionment of school moneys, he has done much to raise the standard of the schools, to ingraft into their system, "the vigorous and flourishing branches of other long-tried and well

working systems." We do not doubt, that with the vast material resources devoted to the school interests at his disposal, he will succeed in making Minnesota a leading State in educational affairs.

Gymnastic Exercises have been introduced into the public schools of Boston with the most gratifying results. Dr. Dio Lewis is accomplishing a great work in this direction. The fourth graduating class from his Normal Gymnasium, recently gave an exhibition before a crowded audience in that city, and evinced a wonderful freedom and grace of motion, and ability to introduce these healthful and pleasing exercises into their respective school-rooms.

The committee of that city have also de-

cided to employ an instructor to teach military tactics to the boys in the High and Grammar Schools.

IN PROVIDENCE, R. I., Messrs. J. J. Ladd and W. A. Mowry, of the High School, and A. W. Godding, of the Arnold-street Grammar School, have resigned, and more resignations are contemplated. Messrs. Ladd and Mowry have opened a flourishing select school in that city.

The people of Gloucester, Mass., are erecting a convenient and commodious school-house, which is designed to accommodate 1,200 pupils.

Hon. E. P. Weston has been reappointed Superintendent of Schools for the State of Maine.

SCIENTIFIC.

AN extensive deposit of asphaltum has been discovered near Buena Vista Lake. As it boils up to the surface its temperature is warm, and it is of the consistency of molasses, but hardens on exposure. Birds and small quadrupeds become entangled in the bitumen while it is in a semi-fluid state, and perish, being unable to extricate themselves.

THE OIL SUPPLY.—The question of the ability of the oil region to supply continually the demand now made for petroleum, is one which is discussed by those interested in the production and trade of the article. The wells which have been sunk are found frequently to diminish in production, and the vicinity of other wells is found also to diminish the productiveness of old wells. From the frequent striking of mud veins, it is assumed by some that the oil supply is becoming exhausted, and that these mud veins are the bottom or bed of the deposit. Some owners have found it advantageous, when a well gives out, to sink it deeper, where they find it yielding an additional quantity, which leads to the supposition that there exist several superincumbent layers of the pe-

culiar mineral from which petroleum is derived, and the oil may be procured at the depth of a thousand feet, as surely as it is at the depth of five hundred feet. This is a matter which has yet to be tested by experiment, but the fact is a highly important one as connected with the permanent supply of an article which has become so considerable an article of trade.

AN offer has been made by an English company to connect the whole of the West India Islands by telegraph with the mainland at Cayenne, in French Guiana, and at Key West, near Florida, if a guarantee of six per cent. on the outlay can be obtained. The cost is estimated at £300,000.

A modification of the spectroscope has been recently introduced in Paris, and already attracts a great deal of attention in the scientific world. This instrument consists of three small tubes, fitted with lenses, mounted on a single pedestal or stand, common to them all, and converging toward the faces of a flint prism. Through one of these tubes the rays of a flame are transmitted to one of the faces of the prism; through a second, the image of an exceed-

ingly minute scale of lines is thrown up on the same face; through the third, for the opposite side, may be observed the image of a scale in combination with that of the spectrum, but without interfering with it, thus affording a means of measuring the bands of color with great precision.

A RECENT reference in the London *Times* to a statement that "three centuries ago Blasco de Garay attempted to propel a boat by steam in the harbor of Barcelona," called forth a counter-statement from a correspondent, who has had access to the original letter from Blasco himself, written in A. D. 1543, which contains the evidence often cited by the Spaniards for this assertion. This letter describes minutely a vessel propelled by paddles worked by two hundred men, but there is not a word about steam in the whole document. The first well-authenticated instance of a steamboat actually used is found in the manuscript correspondence between Leibnitz and Papin, in the Royal Library at Hanover, where Papin relates his experiments with a model steamboat on the river Fulda, in the year 1707.

In the south of Russia, grapes are preserved by the following process. They are gathered before they are quite ripe, put into large air-tight jars, so filled with millet that the grapes are kept separate. They are sent in this way to the markets of St. Petersburg. After remaining thus for a whole year, they are still very sweet, all their sugar being developed by the ripening process in the pots.

EFFECT OF LEAD ON WATER.—The following remarks, by the Scientific American, upon the effects of lead upon water, are worth attention. Almost all our drinking water is drawn through lead pipes, and, if it be injurious under certain circumstances, the fact ought to be known, especially as the remedy is easy, by drawing off, without use, the water which was all night in the pipes:

"By taking a strip of clean lead, and placing it in a tumbler of pure water (say rain or soft water), in less than an hour, by dropping in the tumbler a little sulphide of ammonium, a black precipitate will be

thrown down, consisting of the sulphide of lead—*e. g.*, lead must have been dissolved and held in solution in the water; and, as the salt of lead happens to be classed among some of the most dangerous poisons, we are necessarily led to the conclusion that lead pipes, conveying water, if the latter is pure, must be somewhat dangerous. Water standing in a lead pipe for some hours decomposes the metal, and, when it runs off, the poison is carried with it. Water drawn in the morning through a lead pipe should never be used for domestic purposes, such as cooking or drinking, and servants in cities should be instructed respecting this particular subject, because they are usually ignorant of the nature of lead and the effects of water upon it. Several metals taken in food or drink accumulate slowly in the human system and ultimately produce disease; but it approaches so stealthily that the danger is not usually apprehended. Some of the salts of lead are not poisonous, and the sulphide is of that class. The interior of lead pipes may be converted into an insoluble sulphide of lead by subjecting them for some time to the action of a hot sulphate of soda in solution, according to the recent discovery of Dr. Schwarz, of Breslau. Those who prepare lead pipes for conveying water for domestic purposes, should test the alleged discovery, as it is of the utmost importance that all the safeguards to health should be enforced and multiplied."

HYDROPHOBIA PREVENTED.—The *Progrès*, of Lyons, mentions a new remedy for the bite of a mad dog, discovered by a German veterinary surgeon of Magdeburg, named Hildebrand, by which the painful application of a red-hot iron is avoided. This remedy consists in bathing the place bitten with hot water. M. Hildebrand has ascertained by experience that hot water has the effect of decomposing the virus, and, if applied in time, renders cauterization unnecessary. In that case, all that is to be done, after well bathing the part, as stated, is to apply a solution of caustic potash to the wound with a brush, and afterwards anoint it with antimony ointment.

EFFECT OF LIGHT.—Dr. Moore, the metaphysician, thus speaks of the effect of light on body and mind: "A tadpole confined in darkness would never become a frog; and an infant being deprived of heaven's free light will only grow into a shapeless idiot, instead of a beautiful and responsible being. Hence, in the deep, dark gorges and ravines of the Swiss Valais, where the direct sunshine never reaches, the hideous prevalence of idiocy startles the traveller. It is a strange, melancholy idiocy. Many citizens are incapable of any articulate speech; some are deaf, some are blind, some labor under all these privations, and all are misshapen in almost every part of the body. I believe there is in all places a marked difference in the healthiness of houses according to their aspect with regard to the sun; and those are decidedly the healthiest, other things being equal, in which all the rooms are, during some part of the day, fully exposed to the direct light. Epidemics attack inhabitants on the shady side of the street, and totally exempt those on the other side; and even in epidemics, such as ague, the morbid influence is often thus partial in its labors."

PROBABLE RETURN OF THE COMET OF 1810.—Professor James C. Watson, of Ann Arbor, Mich., announces the discovery of a new comet on the evening of Saturday, January 9th, at 6½ o'clock.

After giving the results of three observations, and the elements of the orbit computed from them, he says:

"The above elements almost exactly resemble those of the comet of 1810, so that there can be very little doubt of the identity of the two comets. Whether this is the first return to the perihelion since 1810, or whether it has returned several times unperceived, must be decided by subsequent observations.

"The comet is large and bright, with a tail 1½° in length, and a nucleus strongly condensed at the centre."

A PHILOSOPHER was once consulted as to the best method of destroying one's enemy, and he gave for an answer, "Make him your friend."

THAT petroleum is the result of chemical decomposition of vegetable matter is not doubted by our best geologists. When vegetable matter is subjected to heat apart from the air, it undergoes destructive distillation; the elements of which it is composed, being separated and combined in new ways, producing a very great number of new substances. These vary with the conditions under which the distillation takes place, and especially with the temperature. Petroleum occurs in rocks of various ages, from the lower silurian to the tertiary.

AN instrument called a bathoreometer has been invented, depending on the principle of closing an electric circuit by means of a substance interposed between the electrodes, by which thicknesses of substances such as hair, spiders' webs, &c., may be determined with exactness to the twelve-millionth part of an inch.

REMEDY FOR BURNS.—The white of an egg has proved of late the most efficacious remedy for burns. Seven or eight successive applications of this substance will soothe the pain and effectually exclude the burned parts from the air. This simple remedy seems far preferable to collodion, or even cotton.

M. BARDOUX, a manufacturer of Poitiers, has succeeded in manufacturing paper from various descriptions of timber, such as oak, walnut, pine, and chestnut, and from vegetables, and without the addition of rags. Samples of various descriptions of paper are exhibited at the office of the *Journal des Inventeurs*. M. Bardoux asserts that his invention will cause a reduction of from sixty to eighty per cent. in the price of paper.

IMPROVEMENT IN TELESCOPES.—A new aplanatic-eyepiece for telescopes has been invented by Mr. Thornthwaite, of London. Mr. T. has improved the orthoscopic microscopic eyepiece by substituting an achromatic plano-convex lens for the meniscus. The eyeglass, as thus modified, consists of a double convex crown-glass lens and a plano-concave of flint glass, forming

a combination similar to one of the pairs of an achromatic microscope objective; and this construction—the field-glass remaining a crossed double convex—preserves the advantage of a large and flat field, with better definition and freedom from color, on which account it is called the aplanatic eyepiece. When looking at the sun or moon, at least one-third more of the disk of each body is visible with this eyepiece than with the corresponding Huygenian. A similar advantage is obtained in examining the planets and clusters of stars, such as Pleiades, Presepe, and others. Small stars are brought up by the increase of power and light, without losing the advantage of a large field; and in the great nebula of Orion the effect is very remarkable—allowing the employment of a power which before was disadvantageous, as it made the object dim and contracted the field, but which is now, by this new arrangement, large, and the nebula brilliant.

MANUFACTURE OF MATCHES.—The discovery that phosphorus is capable of existing in a condition in which it is no longer spontaneously inflammable, has been

turned to account in the manufacture of matches, which cannot be ignited by friction anywhere except on the prepared surface of the box which contains them. The secret of the contrivance is, that the chlorate of potash compound, tipping the match, is destitute of phosphorus, which in the amorphous form is placed on the sand-paper; hence these matches are perfectly safe from accidental ignition, and are not poisonous.

In the place of sulphur for coating matches, thereby rendering the wood more inflammable, an English company has introduced paraffine; and the matches thus prepared are not likely, by the vapors they generate, to tarnish silver surfaces and dyed fabrics. Paraffine matches are found to possess the quality of withstanding dampness in a remarkable manner.

MR. GRAVE, a French physician, proposes to destroy the taste of intensely bitter medicines by mixing chloroform with them in certain proportions. He claims that the taste and odor, even of asafetida, can be annihilated.

MISCELLANY.

TEA AND COFFEE CULTURE.—Experiments made in California in the cultivation of tea and coffee, have been so successful as to encourage the belief that both articles will be raised on every farm in the State, for household purposes at least. There is one nursery, at Sacramento, which has five thousand coffee plants on trial, and near the Mission Dolores several thousand tea plants were raised during the last year. The mild winters of California are favorable to the growth of both tea and coffee.

CHINA having made the first step towards the Western barbarians by adopting the Code of International Law, as expounded by Wheaton, a French savant, the Marquis D'Hervey Saint-Denis proposes to reciprocate the politeness of the Celestials by writing a complete history of the Chinese Em-

pire. The marquis has already made his mark as a sinologue, by a striking translation of Chinese poetry of the seventh, eighth, and ninth Christian centuries, accompanied by a thoughtful and critical dissertation on the literature and language of China.

ACCORDING to a return just issued by the postal authorities in Switzerland, there exist in that country three hundred and forty-five journals, of which only one hundred and eighty-five are exclusively political, twenty-two literary and scientific, twenty religious (fifteen Protestant and five Roman Catholic), and one rationalist; the remainder are miscellaneous. Of these three hundred and forty-five publications, two hundred and thirty-one are printed in the German language, one hundred and three

in French, eight in Italian, and three in *patois*. The canton of Berne alone has forty-five journals.

It is interesting to note that the school-books lately published by the Austrian government, are printed on paper made of "corn shucks," or the leaves which protect the ear of maize. This material gives the paper a yellowish color, which medical men hold to be less fatiguing to the eye than our snowy pages.

LADIES who make the shopman show them goods which they do not intend to purchase are called in a London paper "counter-irritants."

A BALLET, founded on the adventures of Lola Montes, called *Jetta*, has been produced in Vienna.

DURING the last sixty years, while the population of France has increased but 37 per cent. and that of England 121 per cent., Prussia increasing 79 per cent. in forty-five years, the increase in the United States has been 593 per cent. No wonder the aristocracy of England say the Union is not desirable, because it is building up a nation too strong and wealthy for the rest of the world.

A COIN has just been discovered in a wood near Etain, France. It bears the impression of the head of Apollo, crowned with laurels on one side, and on the other a person being drawn in a car by two horses, and in large Greek characters, the word "Philippon." It is a coin of Philip II, King of Macedon, father of Alexander the Great, who reigned from the year 539 to 565, B. C. Thus the money is upwards of two thousand years old.

WHEREVER water-lilies grow in ponds, other weeds will not grow. At least, it is so in Holland, where the management of ponds is a study and a business.

LALANDE, the astronomer, had a passion for eating spiders. We have heard of an American lady, now in Paris, who was in the habit of taking them as medicine.

NEGLECTENCE is the rust of the soul, that corrodes her best resolutions.

ARCHBISHOP USHER says: "If good people would but make their goodness agreeable, and smile instead of howling in their virtue, how many would they win to the good cause!"

MICHAEL CHEVALIER, in a recent debate in the French Legislative Chamber, divided the population of his country into the following classes:—20,000,000 agriculturists, 8,000,000 workmen, 8,000,000 educated in the liberal arts, 2,000,000 manufacturers: total, 38,000,000.

A PHILOSOPHER and a wit were crossing from Dover to Calais, when a high swell rising, the philosopher seemed under great apprehensions lest he should go to the bottom. "Why," observed the wit, "that will suit your genius to the letter; as for me, you know I am only for skimming the surface of things."

IN England there are sixty-two individuals to every hundred acres of land; in Ireland, but thirty-four; in British North America, but one person to the square mile.

LIME made of Italian marble is said to be the most satisfactory for the calcium light. It does not crack, gives a good light, and is easily prepared, by putting small pieces of white marble into a clear fire in a stove or open grate. After remaining at a red heat for twenty or thirty minutes, it is, after cooling, easily cut into any desired shape.

THE following just tribute to the memory of the venerable Salem Town, we extract from an obituary by one of his friends and neighbors:

"Devoted all his life to the great work of a teacher, he rose with the advance of education, and was associated with all its progress. As his great work on the Analysis of the English Language indicated his mastery over its construction, so did his addresses show his power in its use. When in public congratulation over his eighty-second birth-day, his fellow-citizens gathered around him, his most interesting discourse proved that, in him, the years beyond the fourscore were, mentally as well as physically, by 'reason of strength.

He had that faculty, so seldom well known by the young,—so very rarely understood by the old,—of knowing when to stop. While delightful in his reminiscences, he never lost the full comprehension of the world of his old age; but for old and young, was a pleasant and interesting companion—softening to extreme age, as a sunset.

"He died the death of a righteous man—of one who, long, long years before the event came, had lived the life of one. Nor was he only of those to whom the simplicity of faith is alone revealed. His vigorous mind reverentially—always solemnly—but with the courage of one who has preceded his pathway by prayer—was a student of the deeper mysteries of truth, seeking to open with the touch of revelation the prophetic gates of light. They are revealed to him now. The aged student has the teaching of the Master—'What thou knowest not now, thou shalt know hereafter.'

"He was a plain man, one of the great congregation, holding as his chief dignity that of the teacher; and wherever, in this land of schools, the instructors are gathered together, let them remember that their profession has given to the grave, the wisest and worthiest of those whose birthday was amidst the great revolutionary education of the New World."

ORIGINAL IDENTITY.—Professor C., of one of our flourishing New England colleges, was an able man, but unfortunately had a hobby, which he rode in season and out of season, much to the annoyance of the students. His was an exceedingly fine-spun metaphysical theory, to the effect that the original identity of a substance is never lost by any transmutation or change which may take place in respect to the substance itself.

One lecture-evening, after the worthy Professor had expatiated at some length on his favorite topic, an irreverent student asked leave to propose a question; when the following colloquy ensued:

Student. You see this knife which I hold in my hand?

Prof. Certainly.

Student. If I should lose the blade, and

have a new one put in its place, would it be the same knife afterwards?

Prof. Most assuredly.

Student. Then, if I should subsequently lose the handle, and get it replaced, would it still be the same knife?

Prof. Certainly.

Student. Then, if some one should find the original blade and handle, and put them together, what knife would that be?

The answer of the Professor is not reported.

MATTHEWS' LAST JOKE.—Matthews' attendant, in his last illness, intended to give the patient some medicine; but a few moments after, it was discovered that the medicine was nothing but ink, which had been taken from the phial by mistake, and his friend exclaimed: "Good Heavens! Matthews, I have given you ink!" "Never—never mind, my boy—never mind," said Matthews, faintly, "I'll swallow a bit of blotting-paper." This was the last joke Matthews ever made.

POETRY, PUNNING, AND PIETY.—When the Hon. Mrs. Norton was applied to, on Hood's death, for a contribution to the fund then raised for his destitute widow, and headed by Sir Robert Peel, with the munificent donation of £50, she promptly sent a liberal subscription, with the following lines:

"To cheer the widow's heart in her distress,
To make provision for the fatherless,
Is but a Christian's duty; and none should
Resist the heart-appeal of widow Hood."

Poetry, Punning, and Piety, all of the genuine sort, are not often thus happily united.

In the alluvial basin of the river La Plata, South America, have recently been discovered a quantity of fossil bones, many of which have been deposited in the museum of Buenos Ayres. Among these are the thigh-bones of the *Megatherium*, of a much larger size than ever seen before: large horses' heads with curved teeth; and, above all, a whole skeleton of the *Glyptodon*, a gigantic animal of the order *Edentata*—that is, having no teeth in the front of the jaws. This *Glyptodon* is nearly nine feet long by five feet in height.

THE habit of generalizing from a single statement, sometimes causes ludicrous misrepresentations. Thus, it was stated in the newspapers, some time ago, as a good joke, that an old lady refused to touch a newspaper containing the President's message, because she had heard that he had the small-pox. This story went to France, whereupon Galignani's (*Paris Messenger*) solemnly announces, that "so stupid are the lower orders of the United States, that they hesitated to take the journals containing the President's message from the post-office, fearing that they might catch the small-pox, under which the writer of the message was reported to be suffering."

THE RIP VAN WINKLES OF OUR RACE.—One of the most succinct and comprehensive statements of the kind we have ever seen, appears in a speech made by the Rev. Samuel Coley, at a Wesleyan missionary anniversary. It is a passage worth preserving: "I suppose that no country has ever had such a power of invention, and such stunted intellectual development, as China. The Chinese is the largest, yet, beyond its own realm, the least influential of monarchies. From China, no mission ever started, no conqueror ever marched. Before all people in rudimental invention, they are behind all people in development. They had both gold and silver coins before the first Daric was minted, yet they traffic by the scales to this day. They first had gunpowder, but have got little further with its use than to blaze it away in crackers. They were long beforehand with the magnet, but no junk ever crossed the ocean except in tow of a British ship. They have printed from time immemorial, but their literature awakes no progressive intellect. They have made glass for two thousand years, and ordinarily do not make it clear enough to see through yet. Their astronomy is still astrology, nor has their chemistry awoke from dreams of alchemy. They have politeness, but its odd forms and slavery of etiquette only make them more unsociable. They have a wonderful language, but its elaborate cleverness is a curse and a fetter to their minds, making it the labor of a life to learn to read. They are not without notions of dignity, but the

men find it in nails long enough for claws, and the women in feet crushed into the shapelessness of hoofs. In the South Atlantic, there is a sea—the great Sargazo. All the currents pass by it. Dull, dead, heaving waves, just move the heaped-up tangle of weeds that grow, and the drift of wrecks that rot in that stagnant, melancholy ocean limbo. China is the Sargazo sea in the ocean of humanity."

BABY STUDENTS.—The infant soon learns to distinguish its mother from all the world; and in virtue of it, the inarticulate sages of our race—those little Pythagoreans who have not yet finished their twelve months' novitiate of silence—have laid the foundations of a most valuable experimental philosophy. They have made the discovery and they retain the conviction that fire burns; that there is a certain point, beyond which if puss's good nature is taxed, it is pretty sure to give way; that in cases of collision, action and reaction being equal, it is inexpedient to butt violently against bedposts, and the legs of chairs and tables. The first use of the conservative faculty is to treasure up experiences like these, just as one of the first uses of the reasoning or comparing faculty is to generalize them and draw deductions from them; and with the help of these two faculties, your little philosopher on all-fours has already taught himself more important lessons in the art of self-preservation than any which he will afterwards learn, even although he should attend Dr. Hassall's Sanitary Lectures, or study Sir John Sinclair on the Art of Longevity. If he had no memory, he would forget that the candle burnt his finger yesterday, and so he would put it into the flame this evening: if he had no judgment, he would see no necessary resemblance between the red poker and the ignited gas-cone; but having both, he learns to "walk" or rather to creep "circumspectly," and grows cautious in his dealings with cats and candles, and such other dangerous friends or open enemies.—*Good Words.*

A PROFESSORSHIP of modern languages has been founded in Yale College, by Mr. Augustus R. Street, of New Haven.

LITERARY NOTICES.

THE SCHOLARS' DIARY, for the use of all who go to School. By EMERY F. STRONG. New York and Philadelphia: Schermerhorn, Bancroft & Co.

This little book is designed to exercise the young in the important practice of making a daily record of items and events. It will help to cultivate and strengthen habits of observation and accuracy, and these habits formed in youth, will have a favorable influence in subsequent life. Such a record, faithfully kept, will prove a history of the writer's life, and its value will increase with passing years. If persons now in active life were in possession of a manuscript diary of their school-days, they would esteem it a treasure indeed.

The Scholars' Diary contains:

I. Specimen pages of a Diary, which will suggest the manner of making the daily entries.

II. Rules and Maxims for pupils.

III. Subjects for Compositions, with simple suggestions.

IV. Rules for the use of Capital Letters.

V. Rules for Punctuation.

VI. Blank pages for making the daily entries of an ordinary school-term. In some cases it will be found sufficient for preserving copies of the compositions written during the term.

Price of the Scholars' Diary, per dozen, \$2. Specimen copy sent by mail, prepaid, for 15 cents.

WE are indebted to the Hon. Ira Mayhew, of Michigan, for five copies each of his Reports as Superintendent of Public Instruction for the Peninsular State. These reports cover the period of his administration of that department, from 1855 to 1857, inclusive. They are comprised in one large, well-bound volume, of 629 pages, and contain a rich fund of information, bearing upon every branch of public education. Michigan is greatly indebted to Mr. Mayhew, for the eminent position which she occupies among the educational States.

The reports are accompanied by a volume on "*The School Funds and School Laws of Michigan, with Notes and Forms, to which are added Elements of School Architecture, and Thoughts on Warming and Ventilation, School Furniture, Apparatus, etc.*," prepared by Mr. Mayhew. These documents are of great value, as embodying the experience of one of the foremost States in the work of educational reform and progress. They are a welcome addition to our editorial library.

AN interesting question connected with the laws of copyright is now under discussion in Germany. The time is approaching (No-

vember 9th, 1867) when the copyrights of the Works of Goethe, Schiller, Wieland, Richter, and Herder, will expire; and, of course, they will then become common property, open to the enterprise of any one. The representatives of Saxe Weimar, in the Germanic Diet, have proposed to lengthen the duration of the copyright privilege for ten years additional; but a majority of the States seem unwilling to grant this concession, and some of the members express their opinion that the protection already granted is sufficient, and that it is time the nation should enjoy the benefit arising from free competition in the productions of their classical authors. If the heirs of these great writers participated in the benefits of the proposed extension, it would be the most powerful argument in its favor; but this is not stated, and it is most likely that the great publishing house of Baron Cotta, which has almost monopolized German classical literature, is the party most interested in the question.

THE FRENCH AND ENGLISH FIRST-BOOK; or, the Rudiments of French and English Grammar Combined. With Exercises for Reading and Translation. Designed as an Introduction to "Pujol and Van Norman's French Class-Book." By DAVID GREENE HASKINS. New York: Barnes & Burr.

This is an excellent little manual of French and English, designed for the use of tyros in the study of both languages. The various parts of speech and their many modifications are explained, with their applications in the construction of sentences, and with copious examples for translation. As a book for the practical instruction of young children, it is superior to any we have seen; and it must greatly facilitate the acquisition of the French language by the class for whose use it is especially intended. The book contains 168 pages, and is gotten up in a remarkably good style as to the quality of paper, size of type, and mechanical execution generally.

THE *Northern Monthly*, is the title of a new magazine just started at Portland. Bailey & Noyes, of that city, are the publishers, and Edward P. Weston, the editor; while among the contributors to the first number (which is dated March), are John Neal, Adjutant-general Hodson, Mrs. L. De M. Sweat, Cyril Pearl, S. B. Beckett, William Willis, Kate Putnam, B. G. Northrop, Mrs. J. W. Chickering, and Mrs. Elizabeth M. Akers, most of whom will be recognized as residents of Portland or its vicinity. The new periodical may therefore be considered a sample of the literary ability of the State

of Maine. It is, in typography and general appearance, very much like the *Continental Magazine*; nor is the character of contributions dissimilar, including in this number, articles on "Masquerading," "Major-general Berry," "Valentines," "The Reciprocity Treaty," "Vital Statistics," "Our State Policy," and "Military Institutes." Much attention is given to the military affairs of the State, and the doings of Maine regiments; and we thus recognize in the *Northern Monthly*, an earnest, loyal magazine, highly creditable, too, to the literary taste and ability of the writers and readers of our most easterly State.

MESSRS. HARPER & BROTHERS, New York, have in a forward state of preparation, Capt. Speke's "Narrative of the Discovery of the Sources of the Nile," to be published in octavo form, similar to "Livingstone's Travels." In the March number of *Harper's Monthly*, is given Dickens' "Tribute to the Memory of William Makepeace Thackeray," to be followed in succeeding numbers of the magazine by the novel that Thackeray left unfinished at the time of his death.

THE APPLETONS, New York, have collected those essays of Herbert Spencer which bear upon his leading idea of Development, which he applies to Human Nature, to Art, to Science, and, in fact, to every thing not supernatural. These will be published in a volume, entitled "Illustrations of Universal Progress," and will be welcomed, as is every thing proceeding from this author's pen, by all who desire to look into the fundamental principles of things.

They are also preparing a "Cyclopædia of Commercial and Business Anecdotes," which will be published by subscription, in two octavo volumes, with numerous portraits and other illustrations.

GEOGRAPHICAL STUDIES. By the late Professor KARL RITTER, of Berlin. Translated from the Original German, by Wm. L. Gage. Boston: Gould & Lincoln.

The aim of this work is to place before the American public an outline of the views of the eminent author of the "Erdkunde," Karl Ritter; who, with his illustrious contemporary, Baron Von Humboldt, must be considered the father of the science of Physical Geography. The "Erdkunde" is a work of nineteen volumes, with twenty thousand pages, and gives us the Physical Geography of Asia and Africa only. It gives a vast array of facts, forming the basis of the splendid generalizations which have raised Geography to the rank of a science, and which have made it a study with all true scholars. In this translation, Mr. Gage has presented the principles which underlie the work, as contained in the two papers, entitled, "Introduction to the Erdkunde," and "Observa-

tions on the Fixed Forms of the Earth's Surface." We can only indicate the general topics discussed in this translation.

The book opens with a sketch of the life of Professor Ritter, by the translator, followed by an account of Ritter's Geographical Labors; an introductory essay to General Comparative Geography; General Observations on the Fixed Forms of the Earth's Surface; The Geographical Position and Horizontal Extension of the Continents; Remarks on Form and Numbers, as Auxiliary in Representing the Relations of Geographical Spaces; The Historical Element in Geographical Science; Nature and History as the Factors of Natural History, or Remarks on the Resources of the Earth; and The External Features of the Earth, in their Influence on the Course of History.

RUTGERS COLLEGE CATALOGUE. We have received the catalogue of Rutgers College, for 1863-'4. Its typographical execution is excellent. There is one feature in it which we believe to be entirely new, and will supply a want long felt. Besides the usual very brief tabular view, there is a full statement of the requirements for admission. Here the student, desirous of knowing with exactness what and how he shall study in preparation, will find a complete guide. We notice, also, several things in the course of instruction, which are either new, or indicative of the spirit of progress. Prominent among these, is the course of Biblical Instruction, originated and organized by President Campbell. A brief outline of it only is given, but this is fully sufficient to show its novelty and admirable utility.

THE SUNDAY-SCHOOL TIMES; A Weekly Religious Paper. One dollar a year, in advance. J. C. Garrigues & Co., Publishers, 148 South Fourth Street, Philadelphia.

The *Sunday-school Times* discusses all questions of practical interest to superintendents and teachers, and is supplied every week with fresh, original articles, from able, regular contributors.

Every year adds to the evidence that such a paper as this was needed. Whenever it finds its way into a new neighborhood, the teachers hail it with pleasure, as supplying a want they had long felt.

The *Sunday-school Times* is an undenominational paper. It therefore finds a welcome in every Christian home.

Its conductors strive to furnish not only the best Sabbath-school journal that is published, but also spare no effort to make it equally acceptable as a family paper. In every number, there is to be found much interesting and valuable reading for parents and their children.

The Premium Plate. The publishers desire to introduce this paper to earnest, active superintendents, teachers, and friends

of the cause throughout the country; and therefore offer, among other premiums, a copy of a large and expensive Scripture print, representing "Christ Blessing Little Children," to those who will send in lists of new subscribers.

The names of five new subscribers, with five dollars, secures the Premium Plate to the getter-up of the club. In ordering the picture by mail, 12 cents in stamps should be sent to pay the postage.

Subscriptions may be forwarded at any time during the year, and the papers will be sent to as many different post-offices as desired.

Specimen copies of the paper sent free, on receipt of a stamp to pay the postage.

THE NATIONAL ALMANAC, AND ANNUAL RECORD FOR THE YEAR 1864. Philadelphia: George W. Childs.

This annual, with its "opulent stores of information," has been laid on our table. It even surpasses its "illustrious predecessor" of 1863, in the extent, accuracy, and variety of the information which it affords concerning our country, its several States and Territories, their local institutions, and the governments, countries, and affairs of the whole civilized world. Almost every question that can be raised about offices, officers, governments, finances, elections, education, armies, navies, commerce, navigation, or other public affairs at home and abroad, is answered in the Almanac. It contains over 600 compactly printed pages. The details of all the different departments of our Government are presented. A historical sketch of the progress of events in the United States, for the year 1863, is given, including a brief account of every battle, with the date of every important event, both civil and military. This Almanac must henceforth be regarded as an indispensable companion, by all who would keep pace with the marvelous progress of our age and country, for it is really an epitome of the world's movements for each year.

The *American Journal of Education* is out for March, and contains the addresses and papers read before the National Teachers' Association, from 1857 to 1863, with biographical sketches and admirable steel portraits of various teachers and others prominent in educational matters connected with the Association. Among these papers, is one by President Hill, of Harvard College,

on "The Powers to be Educated." With the present number of this periodical a new volume begins, to be edited, as hitherto, by Henry Barnard, LL. D.

MORAL CULTURE OF INFANCY AND KINDERGARTEN GUIDE; With Music for the Plays. By Mrs. HORACE MANN and ELIZABETH P. PEABODY. Boston: T. O. H. P. Burnham.

The Kindergarten is a new institution in this country. It is an importation from Germany, where it has been very successful. The first attempt at Americanizing the Kindergarten, was made by Miss Peabody, in Boston, in 1861. This has proved to be a great success; and these establishments are now springing up in all our larger cities. The book before us embodies selections from the more important portions of the French and English Guides, modified by the views of Miss Peabody, after her three years' experience in the management of the institution in Boston; and thus furnishing a practical guide, more suitable for American use than a foreign work can be. The appearance of this book is timely, and it will, of course, be studied by all who are interested in the proper management of young children.

HARPER'S MAGAZINE for May, has the following table of contents: Life with the Esquimaux, illustrated, by Captain Parker Snow; Psyche, with illustrations, by Hans Christian Andersen; Sold for a Song, by Harriet E. Prescott; One "of the Dogs of War," by Mrs. Edward A. Walker; A Visit to the Convent of Sittna (Our Lady) Damiane, with illustrations; The Cool Captain, by Louisa Chandler Moulton; How I Overcame my Gravity; The Small House at Allington; The Prescription, by Mrs. Elizabeth D. B. Stoddard; Polly; How Mr. Penryn got the Dykedal Living; The Moon's Wanderings; A Stormy Night; Denis Duval, by Wm. M. Thackeray (continued); The Second Division at Shiloh, by Colonel D. McCook; Peggotty Plimpton's Choir, by Anna L. Proctor; A Suppressed Princess, by M. D. Conway; Monthly Record of Current Events; Editor's Easy Chair, &c. The May number completes the twenty-eighth volume of this magazine, the circulation of which is said to be growing with greater rapidity than ever before. In the June number will appear the commencement of Dickens's new novel, entitled, "Our Mutual Friend."